

Christel House Academy

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I. Who We Are

A. Description of Founding Group

Explain your collective qualifications for founding a high quality charter school and taking stewardship of public funds. Summarize each person's experience, qualifications, and relevant affiliations, and explain why he or she was chosen to participate in the founding group. Explain what role each individual will play. Describe any plans for further recruitment of governing board members, school leader(s), or a business manager.

The founding Board of Directors of Christel House Academy consists of highly diverse group of professionals skilled in various business disciplines. See Section IV-C. *Governance and Management* for further elaboration. This highly skilled and diverse group of professionals, including educators, business leaders, a CPA, attorney, and philanthropist are passionately devoted to establishing a charter school that succeeds in preparing children, regardless of ability, income or background, to reach their fullest potential.

Two of the Board members were significantly involved in establishing the international Christel House Learning Centers in Mexico, Venezuela, India and South Africa, and remain actively involved in the Centers' day-to-day operations. Three of these Centers provide complete, comprehensive educational programs. All Board members share a belief that every child can learn and deserves a quality education – particularly underserved inner-city children.

The following individuals will serve on Christel House Academy's Board of Directors:

Ms. Sandi Bittner: VP, Christel House, Inc. Taxation and accounting
Ms. Christel DeHaan: President and Founder, Christel House
Mr. Murv Enders: VP, Human Resources, IWC Resources
Dr. Everette Freeman: Senior VP and Provost, University of Indianapolis
Mr. Bob Hasty: Head, Social Studies Department, Lawrence Central High School
Dr. Carol Israel: National education consultant
Mr. Alan Levin: Attorney, Managing Partner, Barnes & Thornburg

B. Community Partnerships

Provide a list of organizations that may partner with your school and include letters of support, if any.

We believe that many of the following organizations will be eager to partner programmatically with Christel House Academy. These organizations will help the school offer an enriching extra-curricular experience for our students.

American Pianists Association
Dance Kaleidoscope
Indianapolis Chamber Orchestra
University of Indianapolis

YMCA
Big Brothers/Big Sisters
Children's Museum
Indianapolis Zoo

Edyvean Reparatory Theatre
American Cabaret Theater
Indianapolis Art Center
Indianapolis Symphony Orchestra
4-H Club

Indiana Repertory Theater
Indiana State Museum
100 Black Men of Indianapolis
Coalition of 100 Black Women
Herron School of Art

II. Our Vision

A. *Mission*

Explain the mission of the proposed charter school. Provide a clear and concise statement that defines the purposes and nature of the school.

The Academy will be recognized as a provider of outstanding education to an underserved, inner-city population and will maintain high standards of academic rigor, efficiency and accountability. It will provide all students with the academic proficiency necessary for higher education, equip them with the desire for lifelong learning, strengthen their civic, ethical and moral values, and prepare them to be self-sufficient, contributing members of society.

B. *Need*

Indiana law states that charter schools are to be established to provide innovative and autonomous programs that among other things serves different learning styles and needs of public school students and offer public school students appropriate innovative choices. Explain the need for this particular school in the community it will serve and the target student population.

The Christel House Academy's Board of Directors is pleased to submit this application to establish a world-class public charter school in Indianapolis. We are confident that if granted a charter, a tradition of educational excellence will be created which all citizens of Indianapolis can be proud of.

One of the fundamental purposes of charter schools is to offer families an opportunity to choose the school their child attends. Charter schools are public schools, are publicly funded, and must not discriminate in the admissions process. In exchange for autonomy and freedom from burdensome rules – rules that often have little to do with enhancing the quality of education – charter schools are held accountable for results. Failure to deliver on results will result in revocation or non-renewal of the charter. Christel House Academy embraces this idea of total accountability for results. Charter schools not only offer families choice within public education, but must compete for students within a free market context, and thus must work diligently to provide a top-quality educational experience for all students.

Christel House Academy, through the use of the SABIS® educational model, will focus on ensuring that learning takes place in a methodical, sequential fashion, and that any learning

gaps will be quickly identified and remedied. Students master basic skills in key subjects (especially math and English), making Christel House Academy's program "innovative", in part because so many of our public schools have shifted away from a focus on building a solid foundation of learning. Christel House Academy will provide school children residing in Indianapolis with a rich, college-preparatory academic experience that is innovative in its rigor, autonomy, and accountable for results.

There exists a need in Indianapolis for a rigorous, high quality, college-preparatory charter school that is free, public, non-selective in its admissions, and which enables all Indianapolis resident school children, regardless of background, income, ability or special need, to have an opportunity to excel academically to their fullest potential. Christel House Academy will offer such an opportunity. The need for a high quality educational K-12 public school is necessary for the following reasons:

Graduation rate: Indianapolis Public Schools' graduation rate is reported at 92%, though we believe this number to be less than 50%. Christel House Academy's graduation rate will exceed whichever rate IPS reports – our goal is nearly 100% graduation.

College Attendance Rate (54%): Though this rate is based on the self-reporting of high school juniors and seniors, it does not reflect actual college attendance. Christel House Academy's goal is nearly 100% college acceptance by the time the school graduates its first class in 2008.

SAT scores and participation rate (899 and 26%, respectively): It is important to note that IPS' SAT score is low, despite a very low participation rate. In other words, SAT-takers in IPS consist of the district's top students, yet scores remain low. Christel House Academy's SAT scores and participation rate will exceed the district's.

ISTEP passing rate – 25%: This percentage is the average for all grades. With only 25% of IPS students meeting the state's minimum performance expectations, Christel House Academy's goal is to not only exceed the district's average for each grade level tested, but to also match or surpass the state's average. The 2000-2001 ISTEP results for IPS, as compared to the state, are:

	IPS	State
Grade 3	35%	56%
Grade 6	16%	46%
Grade 8	23%	56%
Grade 10	26%	59%

While enrollment in IPS has gradually declined from 47,136 in 1991-92 to 41,008 in 2000-01, enrollment in private schools increased by 119% and home school enrollment increased by nearly 1300%. In 1991-92, private schools enrolled 1,451 and 52 students were home schooled. By 2000-01, 3,180 attended private schools and 1,275 were home schooled. These numbers point to a clear need for another option. With a total of 4,455 students enrolled in private or home schools, we are convinced that the type of public school option Christel House Academy will provide will not only bringing many of these families back to public education, but will keep others from leaving public education.

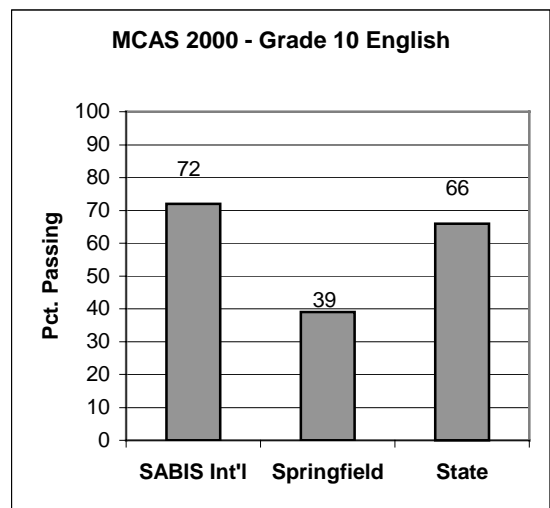
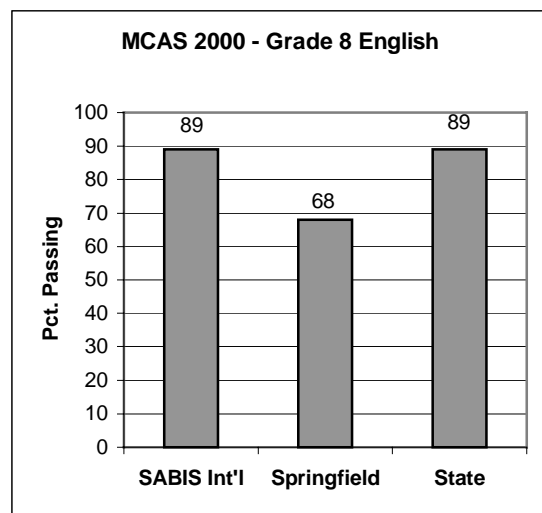
Christel House Academy will provide all children of Indianapolis with access to world-class education

Christel House Academy proposes to establish a college preparatory school in fall 2002, serving 640 students in grades K-6. Each year an additional grade level will be added until the school serves 1,542 students in grades K-12. Christel House Academy's Board of Directors will contract with SABIS Educational Systems, Inc., a private education management company with a track record of over 115 years of delivering world-class education to children of all backgrounds, races, religions and nationalities.

SABIS® has had a great deal of success in achieving superior results. These graphs show the most recent and most relevant performance statistics of the SABIS® International Charter School in Springfield, MA, which SABIS® has managed since it opened in fall of 1995. The school's charter was just renewed for another five-year term. This school has grown from approximately 600 students in grades K-7 to 1,200 in grades K-12. Nearly 2,300 are on the school's waiting list. In June 2001, the school graduated its first class – 100% graduated and 100% enrolled in college this fall, several on full academic scholarships to Ivy League schools. SABIS® intends to provide the same type of high quality, college-prep education to all children of Indianapolis who enroll in Christel House Academy.

The Commonwealth of Massachusetts administers a statewide test to all 4th, 8th and 10th graders enrolled in public schools, including charters. The most recent available data for the Massachusetts Comprehensive Assessment System (MCAS) is from spring 2000. What follows is a brief overview of the test results for the Springfield-based SABIS® International Charter School.

In the spring 2000 MCAS test, SABIS® International outperformed local district schools in all grades and all subjects. SABIS® International also matched the state average in grade 10 English, math and science, grade 8 English, and grade 4 English and science. The State Department of Education considers a difference of 5 points to be significant. Based on this, SABIS® International “significantly” outperformed the district in Grade 4 science (6 points), Grade 8 English (12 pts), math (12 pts), science (12 pts), and history (8 pts), and in Grade 10 English (11 pts), math (18 pts) and science (11 pts).



In the subjects where the state outperformed the school, the margin was within 5 points or less. For example, in the Grade 10 subjects (English and Science) where the state beat the school, the margin was less than 2 points. Similarly, in Grade 8, the state beat the school by only 1 point in English, 5 points in math, 5 points in science, and 4 points in history. Overall, SABIS® International was the top scoring middle and high school in the district, and was the second highest performing elementary school in Springfield.

It is worth noting that the SABIS® advantage becomes greater and more evident as students move into higher grades and have been exposed to the SABIS® college preparatory system for a longer period of time.

These above MCAS graphs further illustrate the success of the SABIS® educational model. The graphs show the percentage of SABIS® International (Springfield) students who passed the English portion of the Massachusetts MCAS test in 2000 in fourth, eighth and tenth grade, compared to Springfield Public Schools and the State. As these graphs show, the longer a student stays in a SABIS® school the better the student will perform in later grades. The data is clear: the SABIS® model produces results that are measurable and sustainable.

SABIS® places special emphasis on the thorough teaching of reading, writing and math as the gate to all higher education. In the beginning a disproportionate amount of time and effort may be expended to bring all students up to grade level in these subjects before a broader and more rapid teaching plan will be implemented. Students without the basic knowledge in math and solid English language skills in reading, writing, vocabulary and comprehension will be slow and inefficient in every other learning effort and subject. Conversely with good skills and knowledge in these areas they will accelerate everywhere else. Therefore, SABIS® considers the thorough teaching of reading, writing and math as the real and true entry gate for all Indianapolis students to a “world-class” education and has developed very effective and successful ways of teaching them.

C. School Characteristics

Describe the school calendar (including the number of days the school will be in session), the daily hours of operation, and the way the school day will be organized for instruction, independent study, and extra- or co-curricular activities, if any. Then for illustrative purposes, summarize a day in the life of a typical student at your proposed school.

We recognize that far too many children of working families (or “latchkey” children) are often left unsupervised after school. In fact, national juvenile crime statistics reveal that unsupervised children are more likely to become victims or commit crimes during early afternoon hours. Therefore, the school will operate from 7:00 a.m. to 6:00 p.m., and will offer a longer school year. Supplemental programs offered during the extended day and year will consist of activities designed to not only supplement the educational program, but to engage students in constructive habits of good citizenship that will reduce their chance of getting into trouble.

Christel House Academy will comply with Indiana’s time and learning requirements. The school will be in session 204 days, with 189 instructional days and 15 days during the

Summer Session for mandatory remedial work, and enrichment activities. The school year will be divided as follows: Term I, 57 days; Term II, 75 days; Term III, 57 days; and Summer Session, 15 days. The calendar includes five (5) days for inclement weather (as noted in the calendar page).

Following is the school's proposed and tentative calendar and length of a typical school day:

SCHOOL CALENDAR:

SEPTEMBER 3, 2002 to AUGUST 1, 2003

August	19 - 30		Orientation/In-Service for all New Teachers
September	2	Monday	School closed - Observance of Labor Day.
September	3	Tuesday	School Opens for all students K-7 - <u>Term I Begins</u>
September	9-13	Mon-Fri	ISTEP Administration Dates (Pending State Confirmation)
October	24/25	Thurs/Fri	Fall Break
November	21/22	Thurs/Fri	School closed - Thanksgiving Recess - <u>Term I Ends</u>
November	25	Monday	School reopens. <u>Term II Begins</u>
December	13	Friday	Parent-Teacher Conferences (NO School for students)
December	20	Friday	School closes at the end of the day for winter vacation
January	6	Monday	School reopens
January	17	Friday	School closed - Teacher In-Service Day
January	20	Monday	School closed - Martin L King Jr. Birthday.
February	17	Monday	School closed - Presidents' Day
March	10	Monday	School closed - Teacher In-Service Day
March	28	Friday	School closes at the end of the day for Spring Vacation <u>Term II Ends</u>
April	7	Monday	<u>Term III Begins</u>
April	11	Friday	Parent-Teacher Conferences (NO School for students)
May	26	Monday	School closed - Observance of Memorial Day
June	27	Friday	End of Academic School Year - <u>Term III Ends</u>
June	30	Monday	Summer Session Begins (for remedial, enrichment work)
July	18	Friday	Summer Session Ends at the end of the day.

Note: Academic school year ends June 27 provided that no inclement weather days are used.

LENGTH OF SCHOOL DAY - DAY BREAKDOWN

School is open from 7:00am to 6:00pm. Classes begin at 8:00am and end at 3:30pm.
Teachers' School Day starts at 7:45am and ends at 4:15pm

Enrichment program:	7:00 - 8:00	Lunch:	11:35 - 12:00
Homeroom period:	8:00 - 8:05	Student Life:	12:00 - 12:50
Period 1:	8:05 - 8:55	Period 5:	12:50 - 1:40
Period 2:	8:55 - 9:45	Period 6:	1:40 - 2:30
Morning Break:	9:45 - 9:55	Period 7:	2:30 - 3:20
Period 3:	9:55 - 10:45	Homeroom/Dismissal :	3:20 - 3:30
Period 4:	10:45 - 11:35	After-School Enrichment:	3:30 - 6:00

A day in the life of a typical student at Christel House Academy

Student arrives at 7:50am.

Students go to the school playground at 7:50am where they will gather, along with their classmates, to be picked up by their teacher to go to their homeroom. In inclement weather, they would instead have gone to the school's cafeteria or gym.

By 7:55am, they arrive in homeroom, along with their teacher and classmates. The students would start the homeroom time by reporting their attendance. Students get prepared for their first period. This includes: materials and books. They are checked for dress code compliance.

Period 1 begins, and the learning day takes off.

Students have a maximum of 7 learning periods per day, and one student life period per day. Students have a ten-minute morning recess break to refresh and to snack. The daily student life period begins immediately after lunch. Each student is automatically a member of the student life organization, and is therefore either involved in student life as a participant or as a contributor during the dedicated student life period. As a contributor, a student may tutor a peer in Math. As a participant, a student may report to the chess club for practice.

The day concludes with a homeroom period where the students prepare to go home with all the necessary materials, such as: the completely-filled student diary, books, and materials. The students also make sure that they leave the classroom in neat and organized. Students that do not go home immediately after the school day is over, report to the extended day program.

III. Educational Services Provided

A. Educational Philosophy

Describe the educational foundation of the proposed school. Explain the research that demonstrates that this approach will work with your anticipated student population. Describe the culture or ethos that will be developed in the school.

Christel House Academy, in its collaboration with SABIS® Educational Systems, Inc., will employ SABIS®' education philosophy and methods which are based on the belief that all students can achieve high levels of academic progress if they have the desire to learn and learning gaps that invariably develop in the process of education are filled as they form. This model is designed to achieve the school's mission and high expectations for all students. Evidence that this model leads to improved student performance has been

accumulated. The SABIS® model is founded on an understanding of effective educational practices, efficient teaching methods, and focus on core academic subjects.

To achieve the high expectations for students, Christel House Academy and SABIS® will emphasize the importance of motivating the students and providing a program that allows them to learn systematically and efficiently. Key elements of the SABIS® education approach include:

- Evaluation of all incoming students to determine pre-existing learning gaps;
- Immediate, intensive attention to fill any gaps that do exist;
- A detailed and comprehensive curriculum which guides instructors in teaching essential skills and knowledge required for academic success;
- Teaching methods which keep students engaged and learning efficiently; and
- A Student Life program, which creates positive attitudes and behaviors.

Continuous evaluation and feedback on student learning are integral parts of the SABIS® instructional process, which verify whether students have successfully acquired crucial skills and fundamental knowledge. These skills and knowledge are of special value because they are the tools and the foundation upon which future, more complex learning will be built. Learning is a sequential process, and if one step in the sequence is missed or is misunderstood, a student can develop a serious enough learning gap that prevents him or her from proceeding to the next level. Therefore, the School will utilize a systematic testing program, with testing time and intensity of testing appropriate to the grade level. The results will be compared with initial testing scores and early benchmark standards to determine progress in the education of each individual student. This early monitoring system prevents students from slipping through the cracks.

Appendix A contains a sample of SABIS®' English curriculum for grades K-6. (*Please note* SABIS® has developed a detailed curriculum outline for grades K-12 in English, Mathematics, World Language (Spanish), Science, Computing, and Social Studies. But due to space limits, only K-6 English is provided. Other subjects will be provided to application reviewers upon request.)

In the SABIS® model, English is the most important subject since it is the language of instruction. With solid English, all liberal arts subjects are accessible (e.g. social studies, literature, history, etc). Mathematics is the second most important subject. At SABIS®, Mathematics is viewed as a second language. Indeed, it is regarded as the language of the sciences. It is also the subject that gives the students the greatest amount of mental “muscle-flexing” and is a subject that will prepare students for any field or discipline in college. Other subject areas follow in importance.

B. Academic Standards

Applicants must build their curriculum on the Indiana standards and may adopt additional standards that meet or exceed the Indiana standards.

Provide examples of “exit standards” for three areas: mathematics, English Language Arts and one other subject area of your choice. (Exit standards should give reviewers a clear sense of what students in the last grade you anticipate serving will know and be able to do.)

Describe the school’s policies and standards for promoting students to the next grade, achievement level, or grouping level. If applicable, explain the standards a student must meet in order to be eligible for graduation from high school. In addition, if adopting independent standards or developing additional academic standards, please describe the adoption or development process that took place or will take place. Also, choose a grade and subject to demonstrate how any additional standards meet or exceed Indiana’s standards.

The successful student in Christel House Academy will be one who has the personal desire to learn. A key component to the SABIS® philosophy is that all students can learn and nearly all students, including those of average or below average ability, can achieve good academic standards provided they want to learn and they are not allowed to develop knowledge gaps during the learning process. Thus, by motivating students, fostering a desire to learn, and providing an efficient and high quality educational experience, most students can be helped to achieve their full potential.

The overall goals associated with the SABIS® curriculum are:

1. High standards for performance and achievement among administrators, teachers, and students;
2. Classroom instruction and other learning experiences that are planned to meet the carefully set curriculum;
3. The school’s mission is clearly reflected by the curriculum and shared by all members of the faculty and administration;
4. Instruction and student learning are closely monitored by teachers and by administration; and
5. External testing is used by administration to ensure accountability in the teaching/ learning process.

MATHEMATICS

Mathematics is one of the essential subjects in a college preparatory education. The study of Mathematics is a top priority, and the school offers its students a rigorous Math program. The skills developed, concepts learned, and knowledge acquired through the Math program are essential in preparing students for college, for application in other curriculum areas, and for success as members of society.

The SABIS® philosophy is that everyone can do Mathematics, and do it well, regardless of race, creed, color, or gender. Because SABIS® schools teach students from the youngest ages up to high school, they have the unique opportunity to develop foundations and attitudes about Mathematics from a very early age. This is especially important for girls, who are often discouraged from excelling in Mathematics.

All students can understand and use Mathematics as long as gaps are not allowed to form in the learning process. The Academic Monitoring System™ is the key to eliminating learning gaps. Gaps in a sequential discipline like Mathematics can make it impossible for even a bright student to learn. With frequent testing, the school is able to detect and fill gaps as soon as they develop (before they can interfere with subsequent learning). Regardless of Math level, students acquire a solid knowledge and thorough understanding of the Math concepts and applications needed for more advanced learning.

The SABIS® approach in the teaching of Mathematics goes far beyond application. Students learn not only how things work, but also “why” they do. The teaching and learning of Math consists of three interwoven strands: why each concept is true, how each concept works, and for what each concept can be utilized. Each strand is vital to Math education. Part of the SABIS® philosophy is that theory should always precede application and therefore, whenever possible, students prove concepts before they apply them.

Because it is required knowledge for all future Math and science courses, a key goal is for all students to master arithmetic by the end of the sixth grade.

The Mathematics program sets the following overall objectives for students:

1. Apply the four basic Mathematical operations to different representations of numbers;
2. Solve a variety of Mathematical problems;
3. Apply Mathematics in their everyday lives;
4. Understand and use the language of Mathematics;
5. Use computers to solve Mathematical problems and create Mathematical models;
6. Organize data and use this data to support conclusions;
7. Understand theory and logic of Mathematics;
8. Teach, at any level, the Mathematics they have learned to their peers, younger students, or to adults;
9. Prove why the Mathematical concepts they are learning and using work; and
10. Develop the ability for abstract thinking.

ENGLISH

English shares with Math the position of a top-priority subject. The English program is designed to improve student awareness of the important role that language and literature plays in their personal lives and career development. Essential to the overall program of studies, the English program emphasizes the development of oral and written comprehension, logical and critical thinking, and fluency in the expression and communication of ideas. While the English program stresses competence in the skills of reading, writing, speaking and listening, it also provides experiences and activities to help students become discriminating readers, thereby developing an appreciation for good literature. Literary works are selected for excellence in both content and style and their relevance to students' interests and educational goals.

The study of English begins with a readiness program that is a phonetic approach to pre-reading and the beginning reading skills acquired in Kindergarten and first grade. A

phonetic approach is used throughout the early years while incorporating total understanding of text as pertaining to grammar, vocabulary, comprehension, spelling, and mechanics.

The study of English provides students with methods of analyzing various aspects of language, including its imaginative use, its power to persuade, and its grammatical structure. The use of language is related to its appropriateness for effective oral and written communication.

The study of Literature encompasses an appreciation and enjoyment of literature, an awareness of major themes and ideas, and an insight into human experiences. The study of skills in reading literature includes the ability to grasp increasingly complex syntactic structures, and to recognize the imaginative use of language in literature. American, British and World literature are emphasized, with provisions made for appropriate selections from diverse ethnic groups and other cultures. Specific instruction is provided in reading different types of literature such as novels, biographies, short stories, essays, drama, and poetry.

In learning composition, students at Christel House Academy will be provided with stimulating writing experiences in both impromptu and carefully planned and revised writing. Classroom discussions afford students the opportunity to critique their work. Students write in a variety of styles such as expository, descriptive, narrative, and argumentative prose and in appropriate combinations of these styles. The program ensures progress to more advanced levels of composition. Students are taught to discover, limit, and develop their own topics. Emphasis is placed on the underlying processes of clear and logical thinking in organizing and developing ideas. The use of variety in sentence structure and of precision in word choices is an integral part of the training in effective written composition.

Attention is also given to the editing skills of spelling, mechanics, and grammar to conform to acceptable Standard English. Student growth in writing skills is measured through graded quizzes, exams, and finals, as well as through evaluation of journals or writing notebooks, written compositions. The testing program is an invaluable tool in the teaching of writing. Having students participate frequently in sustained writing in any of the disciplines for a 45 to 90 minute period from sixth to twelfth grade increases students' written fluency.

Reading is an essential component of the total school curriculum and the English curriculum. Student reading competence is periodically evaluated. Results are made available to teachers in all subject areas. Special effort is made to identify those students with particular deficiencies in reading and/or study skills. Provision is made to meet the needs of severely deficient readers. Reading materials in the content areas are implemented at appropriate levels for the students. Reading "for pleasure" is promoted through the Accelerated Reading Program, media center displays, and literary clubs.

The English program sets the following overall objectives for students:

1. The ability to read, comprehend, interpret, evaluate, and respond to written material;
2. Exposure to various genres of significant world literature;
3. Mastery of writing as a means of developing fluency and as a tool for learning;

4. The capability to write standard English in a grammatically acceptable, coherent, and well organized manner;
5. The achievement of effective speaking in formal and informal situations, in order to communicate ideas and information and to ask and answer questions;
6. The ability to listen critically and analytically;
7. The development of critical thinking skills through the study and use of the English language and significant literature; and,
8. The enjoyment of reading through SABIS®' rigorous reading program.

WORLD LANGUAGES

The linguistic and cultural components of the language program help students better understand and learn their own language as well as languages of other people. Additionally, language study offers the following benefits:

1. Cognitive training: One of the virtues of learning a second language is that it trains the brain and enhances the logical and reasoning powers of the mind. It promotes the skills of analysis, of memory, and of drawing inferences.
2. General educational value of understanding language: An educated person should develop an awareness of the nature of language and language learning; in other words, know something of how language itself works as part of both the human mind and of society.
3. Access to higher education: Mastery of a second language provides the opportunity to attain higher education in the other countries or in the United States, where many colleges and universities require second language classes for admission.
4. Understanding of foreign cultures: As our world continues to shrink, and as we continue to cross boundaries—physical, geographic, political, religious, cultural, etc.—the need to develop international understanding becomes more and more vital for global communication.

The key objective of the World Languages program at Christel House Academy is to help students attain proficiency in the language of study and gain an understanding of the history and culture of its peoples.

The World Languages program sets the following overall objectives for students:

1. Comprehend native speakers of the target language;
2. Engage in and sustain conversation in the target language;
3. Read short passages on familiar subjects intensively and learn to scan extended passages of high interest;
4. Progress from using familiar material in guided composition, to producing original compositions, and ultimately responding to literature in the target language;
5. Demonstrate knowledge of how cultures as systems of values evolve with time and how certain values are associated with certain behavior patterns in their own cultures as well as the target cultures;
6. Demonstrate development of language learning techniques; and
7. Develop fluency in functional and academic use of the language.

World Language classes are taught exclusively in the target language. Faculty members have native speaker proficiency in the language they teach. English may be used in the language classes only to highlight a point or to draw a meaningful comparison between the first and second language. Students are expected to try their best to express themselves in the target language.

Reading is the core of the language program; it is the skill most highly stressed. Students read entire books in the target language, as opposed to reading selections of short passages or excerpts. Initially, students are expected to read one book per term. Eventually, they are able to read books in the target language that a native might also read at that same age. This book per term also serves as a basis for developing literary and analytical skills, vocabulary-building and definition skills, dictionary skills, composition skills, enrichment projects, and inter-disciplinary and inter-cultural work. Pertinent short supplementary activities might be added, as seen fit and as time permits.

Writing is taught concurrently with the oral/aural and reading skills. It begins with spelling and phonics, model sentence copying, model sentence recombination, and creation of “silly sentences.” Several versions of short paragraphs accompany each unit in the first-year text. “Power writing” compositions in all unit tests and topical compositions associated to the core of the curriculum are used to build writing skills. Beginning original compositions may be simple notes, letters, summaries, and short reports. At higher levels, students are typically expected to do chapter summaries and creative writing exercises tied to the book they are reading. After completion of one year of a world language, students are expected to write an age and level-appropriate book report or summary for each book they read.

A series of ‘Beginners’ textbooks accommodate students at different grade levels (K-12). They concentrate on the necessary skills for language acquisition—aural/oral, reading and writing. The series is accompanied by unit tests that are available for all levels. Intermediate and advanced level workbooks are also developed to enable students to pursue an ambitious reading program, an average of two to three books a year, depending on age and proficiency levels. At the same time, attention is given to the acquisition of grammatical concepts and writing skills. In addition, a memorization component including songs, poetry, or participation in a play or a musical, is required of all students. As students gain proficiency, higher levels are added; ultimately, courses will be offered for Advanced Placement at the University level.

Instructional Activities Clear objectives have been developed for the various levels of instruction. Course objectives and methods are well articulated and made clear to students. Although a variety of appropriate learning activities are used to accommodate students’ needs, the predominance of reading and its related activities is stressed at all levels beginning with first grade. Christel House Academy will use texts developed in-house, along with testing materials. In addition, SABIS® has created materials to be used in conjunction with many new readers and has also developed the Advance Placement Program in Spanish. The goal is that each student achieves mastery of the curriculum established for each level.

Materials and Media Textbooks, workbooks, teacher’s guides, SABIS® readers, bilingual and monolingual dictionaries are used throughout the course sequence.

Proprietary software SABIS® has created software programs used to scan and evaluate the difficulty level of certain reading texts in terms of total number of words as well as new words relative to material studied before. This software also serves to prepare special word listings and explanations the students have to learn and master to gain a deep understanding of the particular book and to build their overall vocabulary, comprehension, and general competency in the language studied.

C. Curriculum

Provide a general description of the curriculum that will be used by the school, including the objectives, content, and skills to be taught in the main subject areas at each grade level in your school. Provide two sample lessons (from two different grade levels) that demonstrate how the school's educational philosophy and mission play out in the classroom

[Please see Section B, *Academic Standards*, which provides a detailed explanation of the curriculum and standards, as well as **Appendix A**, which contains a detailed sample of the school's English curriculum for grades K-6.]

1. Define the instructional program and curriculum

Christel House Academy will be managed by SABIS® using the SABIS® education and management systems, which have been used, refined and proven since 1886 and are currently applied in 27 schools on four continents (11 countries) serving over 22,500 students. Seven of these schools are public charter schools in Massachusetts (3 schools), Michigan (1), Ohio (1), North Carolina (1), and Arizona, serving nearly 5,000 students. A large percentage of the students enrolled in these seven charter schools are “at risk” students from disadvantaged inner city and urban environments. The SABIS® program and curriculum represents a dynamic system that may be modified from time to time based on specific situations, requirements, needs and/or new technologies or methods. A detailed description of the SABIS® educational program and curriculum follows.

Prior to detailing each curricular area (a sample of which is provided in **Appendix A**), it is important to note the unique features of the educational program to be offered, which is based on the SABIS® Educational Systems, Inc.

INNOVATIVE SYSTEM OF EDUCATION

Christel House Academy will feature a comprehensive and integrated approach to the K-12 educational experience, based on the proven SABIS® educational philosophy and system. While the school will begin serving grades K-6 and expand one grade each year until it reaches grade 12, curriculum or student assessment should be discussed in light of this unified K-12 educational program.

A key component of the SABIS® philosophy is the belief that all students can learn, and that students of average or below average ability can achieve high academic standards provided:

1. They want to learn, and
2. They are not allowed to develop learning gaps during the learning process.

Poor academic performance and lack of motivation are more often due to a lack of prerequisite knowledge than to an innate lack of ability. Developing a systematic way of ensuring that learning gaps are filled as they occur is one of the major strengths of the SABIS® system.

The determining factor in the composition of classes is not class size, student age, or innate ability; rather it is the common knowledge and skills shared by the members of the class. Therefore, the ultimate goal in class placement is to create a community of learners. Extensive diagnostic testing of students new to the school will be done to determine proper placement. In the Lower School, grades K-5, every effort is made to keep children with their age mates; we recognize the importance of maximizing not only their cognitive growth, but also simultaneously nurturing their social, emotional, and physical well being. In the higher grades, students are often grouped according to background knowledge and competency level, instead of grade level, for certain subjects such as Math, science, and World Languages. Every student will have the opportunity to experience academic success and to soar intellectually at Christel House Academy.

The curriculum implemented in a school managed by SABIS® is carefully planned and highly structured.

The concepts for each subject at every grade level have been identified and have been plotted on pacing charts, as determined by SABIS® academic directors. All teachers follow these timetables, thus assuring all students have an equal opportunity to master necessary concepts and skills for academic success. Educators, who work in teams, have a dual objective: to increase the efficiency of teaching and to maximize learning. Efficient use of time is essential. Therefore, we are extremely protective of instructional time in a SABIS® classroom. In order to achieve our goal, “wasted effort” is eliminated, and maximum advantage of each teaching situation is taken. Learning occurs faster when prerequisite knowledge vital for further understanding is present.

The SABIS® systematic monitoring of learning and external testing are designed to ensure that students acquire the knowledge and skills that form the basis for future knowledge and that learning gaps are filled immediately. Student progress and teacher effectiveness are monitored by the proprietary SABIS® Academic Monitoring System™ (AMS). Beginning in Grade 4, weekly unit and chapter exams, end of term comprehensive exams, and national standardized tests are administered for the purpose of ensuring that students are learning and the teachers are effectively and efficiently teaching. With constant and careful tracking, learning can progress on a solid foundation.

An important part of the SABIS® philosophy that must be explained at the outset is the concept of the hierarchy of subjects.

Subjects that make up the school curriculum are not equal in value or importance. What determines the value of one subject over another is how crucial the given subject is for future academic success. In the SABIS® system the two most important subjects are Math and English, followed by a World Language. Math and English represent the base on which future knowledge is built. A solid understanding of Math and a mastery of the English language are major factors in determining future learning and career opportunities. As an example, if a student does not understand the relationship between decimals and fractions,

this student will not be able to do measurement in the higher science classes; so, this lack of knowledge or this gap in math education will impede the student's ability to learn in high school. In addition, long-range college education and career options will be very limited. As a case in point, if a student knows Math well, he or she can become a scientist; if a student can read English and has a good command of the language; he or she can become a historian. The reverse does not hold true. Therefore, the teaching of Math and English takes priority over the teaching of history and science.

Content

Christel House Academy will use a set curriculum that has been developed by SABIS® to meet and exceed Indiana as well as internationally competitive world-class standards. The SABIS® curriculum and instructional practices have been proven to be educationally sound, in keeping with the SABIS® mission of preparing all of its students for success in college, in fostering a love for life-long learning, and in developing responsible citizenship. For those who may choose not to further their formal education beyond high school, our experience has been that the extensive foundation gained in the core subjects of English and mathematics, in particular, is sufficient to prepare students to pursue any vocational and/or professional field.

The educational program offered at Christel House Academy will not only meet, but will exceed the curriculum requirements set by the State of Indiana. In every state where SABIS® operates, comparative work is done to assess state standardized test requirements/frameworks to ensure that those requirements are met and addressed within the SABIS® curriculum. As a result of the comparative analysis of Indiana standards, SABIS® will create "supplementary materials," if necessary, to address subject-matter topics that otherwise may not have been covered in a timely fashion. SABIS® will align the curriculum used in Christel House Academy so that it coincides with Indiana's content standards and testing requirements. These steps will ensure that students cover all the material that is expected of them through state frameworks.

SABIS® has already done this successfully in three other states:

Massachusetts (Massachusetts Comprehensive Assessment System - MCAS)

Michigan (Michigan Educational Assessment Program - MEAP)

Ohio (Ohio Proficiency Test – OPT)

Arizona (AIMS test)

North Carolina

The SABIS® curriculum covers an extensive (in both content depth and breadth) array of concepts in the following subjects: Math, English, World Language (Spanish), Science, and Social Studies

The Academic Curriculum is defined as the plan of learning for achieving the intended objectives of the educational program. Curriculum development is the process of designing and planning the curriculum. Curriculum evaluation includes an evaluation of the program of studies, course objectives, course content, curriculum development procedures, and instruction. Program of studies is defined as the course offerings and their arrangement of

sequence. Instruction is the act of teaching or the process of delivering the curriculum to the student.

SABIS® bears the responsibility for setting, achieving, and maintaining high academic standards. The administration sets the syllabi for all classes and measures the attainment of objectives. Concepts and skills for a given class are identified, and are then classified as essential and non-essential. An essential concept is defined as one that is needed for future learning, and which will not be formally taught again. For example, the concept of converting from decimal to percent is not an essential concept for fifth grade; it becomes essential in sixth grade, because it is a concept needed for future Math, and it will not be formally taught in future Math classes. On the other hand, identification of a concept as non-essential simply means that it will be taught again in future. Thus far, the distinction between essential and non-essential concepts has been established for mathematics, and is currently under development for other subjects.

All students will master essential concepts at 100% accuracy; this is required to advance a grade level. This is the minimum to be attained by each student. In addition, there are concepts that are non-essential, but are part of the curriculum for the course. All students will master a certain amount over and above the minimum required, and will go in more depth in some areas. It is within this body, over and above the essential, that there is a variance in the amount and depth of knowledge that students achieve. Expectations in terms of mastery allow for differences in student abilities and in effort.

The body of knowledge—the facts and skills—that makes the content of a course is not going to be learned in its entirety by all students. It is important to realize that learning is not entirely linear; even the most structured learning, like Mathematics, is not entirely linear. There are some concepts deemed essential that students have to master, but there are certainly others that will not interfere with future learning and understanding if not mastered. One of the strengths of the SABIS® System is in determining what is essential knowledge, which is then efficiently taught to the students.

Efficiency in teaching is defined as the successful teaching of a carefully selected body of knowledge and skills in the shortest time possible. In order to achieve the goal of increasing the efficiency of teaching and, thus, of learning, the SABIS® teacher eliminates “wasted effort,” and take maximum advantage of each teaching situation. This means that students are taught the essential skills with minimum effort and time.

The successful track record that SABIS® has achieved is partly due to the use of very structured and traditional teaching methods that have proven successful over the years by focusing on the mastery of the basics in the key subjects of Math, English, and another World Language. Memorization in all areas, phonics in reading, and a firm understanding of the basic concepts in Math and other subjects build the strong foundation for accelerated learning, creative judgment, individual exploration and ownership of one’s education in the upper grades.

Efficiency in teaching is the key – what and how to teach in the allocated time. The role of the teacher is primarily academic instruction. Effective and efficient teaching implies the pacing of instruction, classroom management, development of appropriate academic

materials such as practice exercises and tests, and planning of instruction (this includes appropriate levels, appropriate selection of points, no loss of momentum, teaching strategies, type of assignments, etc.). The goal of teaching is to help students master the curriculum and therefore, teachers allocate most of the available time to curriculum-related activities.

The curriculum includes both formal and informal learning activities leading to credits for graduation that are implemented in relation to planned courses of instruction. The curriculum reflects a pluralistic viewpoint—that is, a viewpoint in which the diversity of cultures, including history, language, life styles and patterns of beliefs, is interwoven throughout the SABIS® program.

Teachers within the SABIS® system are trained in methodology that emphasizes maximizing the subject content coverage by pacing students through the set curriculum as rapidly as possible, without sacrificing the expected levels of mastery. Teachers use the Point System to qualify the “points” to be taught during the class period. Each point is listed on the board and addressed independently. Each point is taught to the class through presentation, explanation, examples, questions, etc. Students must then show understanding in writing. The teacher monitors the work and re-teaches whatever is necessary before continuing to the next point. Group leaders (academic prefects) help teachers in checking the work of the members of the class.

The Point System is designed to encourage quick learners as well as those less talented. The point system codifies the essential concepts in a concise and complete manner to provide all learners quick access to the kernel of a given concept. Faster learners will typically cover more points and gain a deeper understanding. Since some subjects are taught by level rather than strictly by grade in the SABIS® system, students may also advance to a higher level in those subjects faster than other students. They often participate more actively in after school options, Student Life and other knowledge and character developing features of the SABIS® program such as academic prefects.

Academic Prefects are chosen by the administration based on academic as well as other distinctive qualities. They are leaders who are capable of instilling the love of learning in their fellow students. They are not necessarily the most talented students in the class, but they are team players, lovers of knowledge, and willing to bear responsibility for the academic achievement of the class as a whole. Normally there is one academic prefect in a group of students, but the prefect may not be the same student for each academic subject. Academic prefects also get heavily involved in tutoring and other academic support efforts outside of the regular class periods.

Frequent testing is used to detect learning gaps as soon as they form. If gaps occur, an intensive tutoring program is implemented immediately through the use of peer or teacher tutors, small group remedial help, or by re-teaching the concept to the group, if necessary.

Instructional materials at Christel House Academy will be a combination of SABIS® proprietary produced textbooks and resources as well as books supplied by commercial American book publishers. All SABIS® schools are adequately supplied to support a rigorous academic setting and to maximize student learning.

Sample Lesson Plans

The teacher comes to class with a **lesson plan** that has **two parts**. The first part is the **list of 'content points'** (concepts, skills, vocabulary, reading assignment, etc.) that the teacher intends her students to learn during that lesson. The second part is the set of **teaching points**, which describe **how to teach each content point** such that **all students learn the content points during class-time**.

A slice of a sample Mathematics Level "E" (Grade 3) lesson plan for September 4, 2001, is outlined below:

Points to be taught (content points):

Recognizing the digits (Concept 1.1, Page 3)

Writing a single digit for a number of objects (Concept 1.2, Page 3)

Addition and subtraction up to 9 (Concept 2, Page 4)

Teaching points:

(for "Recognizing the digits") Start by writing the following 10 digits on the board: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9

- Begin lesson by a group activity, pointing to each of the above digits on the board and having the students call out the name of each digit, one after the other, as teacher points to the individual digits.

- As students call out the name of each digit, make sure that the correct name of each digit is known to each student by having the class call out the correct name of the digit aloud, following the teacher's lead.

- Now define "digits" as "the symbols we use to write all numbers".

- Now engage the whole class in the following group example:

Write the following on the board:

a 6 7 A one 1 3 two x p

Engage the class in identifying which of the above are digits, as each of the above is pointed to.

- Now that the class has been through the "example", the following exercise shall be presented to the kids for individual student work: (erase example from the board and the initial 10 digits that were written at the beginning of the class).

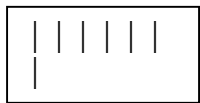

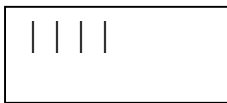

Q: How many digits do we use? Count them and write each digit down in your workbook.

- As the group leaders finish their work assignment and as soon as the teacher checks the work of the group leader, the group leader will check the work of the members of his/her group for quick feedback to the teacher.
- Call on the group leaders to report on their group's performance. If a group leader has his/her entire group complete the exercise correctly, then he/she will signal to me (the teacher) with a "thumbs up". Incorrect work is explained by the group leader to the students in the group.
- Now that the entire class has completed the exercise, I (the teacher) will go over the exercise with the entire class, in the same way that the whole-class example was presented. Each student will have to follow the teacher's work, step by step, and make any correction to his/her work in his/her notebook.

(for "Writing a single digit for a number of objects")

- Now we shall put "digits" to use.
- Now that we have defined and identified digits, we shall use our knowledge of what digits are, by beginning with the following class example:

Q: Write a digit to show the number of sticks in each box below:

			
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[...and the same cycle as above continues of how a point is taught...]

Summary

In summary, the system works as follows: concepts and skills that the students should learn are carefully selected. Teachers then teach these concepts according to a set time plan. Computers are used to monitor the attainment of objectives. The continuous feedback from frequent testing is used to detect learning gaps as soon as they form, and the gaps are filled before new concepts are taught. The clear objectives and the absence of gaps accelerate the learning process. The point system of teaching, the computer-aided systems of monitoring, long and short breaks between learning sessions, group work aided by Student Life prefects to monitor the learning of each individual, and other techniques are all intended to achieve more with less effort and in less time.

D. Assessment

Describe how student progress will be determined, measured and reported through a detailed outline of the school's approach to accountability.

Christel House Academy will utilize both internal and external measurements to monitor student academic and non-academic progress. The school's accountability plan, which will

be submitted to the Mayor's Charter School Office for approval, will contain a detailed breakdown of academic and non-academic goals and objectives the school will aspire to, as well as the tools used to measure progress made toward achieving those goals. The school's assessment information will not only serve to hold the school accountable to the public, the state, and the Mayor's Office for Charter Schools, it will also provide the school with valuable information for continuous improvement. Both Christel House Academy and SABIS® embrace the importance of a rigorous system for holding public schools accountable for results.

1. Initial Assessment of Students

SABIS® Diagnostic Tests

Electronically graded tests in English and Mathematics are designed to detect any gaps in core subject knowledge for specific grades. These diagnostic tests will measure and assess essential concepts¹ from previous grades to determine whether the student has the essential knowledge required for the grade into which he or she has registered. Diagnostic tests are given to new students entering Grade 2 or higher.

All students, upon enrollment, are administered SABIS®-developed Diagnostic tests in Mathematics and English. Diagnostic tests, which are electronically graded in English and Mathematics. The tests are designed to detect any gaps in core subject knowledge for specific grades. Students are initially grouped according to their academic gaps and are then taught in an intensive and accelerated manner to reach the appropriate grade level.

Diagnostic exams are not designed to “track” students. Those students entering the lower-level groups (or “intensives”) are placed there temporarily for remedial action. “Intensive” classes will progress at a more intense pace than the regular class so that those students can catch up with, and join the regular class in as little time as possible.

IOWA Test of Basic Skills (ITBS)

The IOWA test will also be administered in the fall at the beginning of the school year to all students, those returning and newly enrolled. This pre-test will provide the school with a key baseline of student academic standing relative to their grade. A post-test will also be given in the spring to gauge level of progress made. The IOWA test will provide the school with baseline data on which to measure improvement made during the academic year. The progress rate will be based on national norms.

Expected annual student achievement on the IOWA is an average ten-month gain over this seven-month period between tests.

2. Ongoing Assessment

SABIS® Academic Monitoring System™ (AMS)

AMS is a proprietary, computerized system of testing, designed to monitor student learning and progress. These frequently administered tests detect gaps in knowledge as they form

¹ Essential concepts are concepts that are considered building blocks for the next level of knowledge.

and monitor level of knowledge retention. Students and teachers work as a team to fill these gaps, thus accelerating the rate and efficiency of learning. The AMS is administered frequently (generally weekly) for both Math and English. An AMS testing period is scheduled in the permanent school-year schedule for each of the two subjects. AMS is currently offered in Math and English in grades 3 and higher. Additional courses are in the process of being added.

As an academic monitoring tool, the AMS covers concepts that had just been taught during the previous week, as well as others that were taught previously. With the former, we are testing learning and absorption of material; with the latter, retention. AMS tests count for 20% of the total grade. The primary purpose of these tests is to inform the school on the progress individual students are making. This constant monitoring system prevents students from “fall through the cracks.” These tests provide an objective and reliable status report on each student. These reports are then given to the following staff members: Student Life Officer, Head of Department of subject tested, school director, and teacher of subject of class tested.

This use of sophisticated technology allows the school to have constant diagnosis of a student’s academic foundations and progress. It also enables the school to track a student’s record, to detect any learning patterns of precise areas of difficulties.

Periodic Exams

Starting in Grade 3, there are 2 exam periods every week. These are cumulative exams in every academic subject designed to test knowledge depth as well as retention. Unlike the AMS, these tests measure more than just the essential concepts. These tests also require that students show their work since they are not exclusively multiple choice based.

End of Term Exams

As their name suggests, these are exams that are given for every academic subject at the end of every term, testing the material taught in that term. They are cumulative, covering the entire curriculum of the term.

State Tests (ISTEP and GQE)

These state tests will provide the school with vital information on how our students are performing relative to the state requirements and relative to other schools and districts in the state. These tests will be given in accordance with Indiana mandated timeline.

External Exams (Advanced Placements, SATs, ACTs...)

Students in high school will study for the APs in the academic subjects that are offered. They will also be taught in the program to meet the requirements for the SATs and the ACTs as mandated by college entry requirements.

3. School and Curriculum Needs and Assessment

Christel House Academy and SABIS® view the education industry as an industry of knowledge transfer. Transferring units of knowledge from the source to the student in the most efficient and effective way is an important focus for the school and for SABIS®. It is

this drive and level of quality management that keeps SABIS® very heavily involved in academic research and development with ongoing upgrades to a program that is always focused on the highest academic standards. SABIS®' emphasis is on value added.

Christel House Academy's use of the SABIS® curriculum is designed to meet and exceed college entry requirements. SABIS®' Academic Development Department is constantly scrutinizing the entry requirements of the world's top universities as they relate to the recognized exams of qualification such as the Advanced Placements (APs), Advanced Levels (A-Levels in the United Kingdom)...etc. All students will be prepared to meet and exceed these requirements.

SABIS® also is developing new methods and approaches to deliver more material within the same time allocation in a school day, making its instructional delivery even more efficient. The use of technology is always emphasized and encouraged when it brings recognizable added value to the program and the students.

Accountability for Results

A clear, comprehensive, and objective system of accountability is fundamental to the success of charter schools as a movement, and charter schools as places for learning. Christel House Academy embraces the idea of accountability for performance. The school's use of internal and external testing instruments will provide opportunities for self-evaluation and for external review of performance. A charter is a license to operate for a specified period of time under a condition of fiscal, educational, and operational autonomy and self-governance. In exchange for this greater level of autonomy, the school promises to demonstrate performance or face the possibility that the charter will be revoked or not renewed. Christel House Academy welcomes this opportunity to demonstrate that academic success is achievable for all children, regardless of ability or background. We also welcome the opportunity to demonstrate that it is possible to succeed within a rigorous system of accountability.

Christel House Academy will comply with all reporting requirements of the Indiana charter school statute, including the public filing of the school's annual report. Our school's annual report will provide the state, the Office of the Mayor, parents and the general public with an accounting of academic and non-academic progress made during the year.

E. Support for Learning

Describe the school's philosophy regarding student behavior and discipline for the general student population and special needs students. Summarize the school's discipline policy or code of conduct (the full policy, if developed, can be included in attachments).

Throughout the United States, public schools, in large and small cities, are experiencing greater challenges related to student discipline than ever before. Student discipline and education learning gaps often go hand in hand in contributing to the underperformance of students. The unruly student is typically hiding his or her learning gap behind the disruptions, the disrespect or the general disregard for rules. Social promotion often contributed to this problem. A student who is so far behind his peers academically will frequently deflect attention from this

fact by disrupting the class, being detained or suspended. In fact, the disruptive student welcomes this type of punishment because it justifies his or her failing (i.e., the longer a student spends outside of class the less they will learn).

Student Discipline

Teaching and learning can only occur in an orderly environment. At Christel House Academy, the purpose of the school's discipline program is to provide direction, set limits, and promote self-discipline; thereby creating a learning environment that is neither permissive nor oppressive. By maintaining a disciplined environment in which expectations are clearly stated, students are allowed to develop skills necessary to function efficiently within a community.

Christel House Academy and SABIS® will comply with Indiana School Code and other applicable Indiana and federal statutes pertaining to student discipline policies and school safety. Therefore, the school will fully comply with due process requirements involving expulsion of students.

Due Process

A student facing disciplinary action will have an opportunity for due process, including notice of the specific violation and the opportunity to be heard. Due process is essential to ensure the integrity and consistency of the school's discipline policy.

One of the major strengths of the SABIS® System is the unique way of utilizing the SABIS® Student Life Organization™ to provide preventive discipline. The Student Life Organization™ is a means to empower students to create and belong to a community that is safe, morally strong, and inclusive. They learn to create this community through assuming responsibilities and acquiring important life skills. Students plan, organize, and supervise events and daily activities in the areas of school management, academics, social activities and sports.

School Policy

All students are expected to behave in a manner that is acceptable to everyone concerned—other students, teachers, administrators, and society in general. All students have the responsibility to respect the rights of teachers, students, administrators, and all others involved in the educational process. In serious disciplinary cases, students may be suspended from school for an extended period of time, in accordance with state laws and regulations. The term of each suspension is at the discretion of the administration. Expulsion may result from one major infraction or repetitive minor infractions. All recommendations from expulsion will be presented to the Board.

Student Uniform Policies

Students are valued for who they are, not by how they dress. The school will have a dress code policy that requires student to be in uniform. Not adhering to the school uniform policy is considered a violation of school rules and consequences will follow the procedural guidelines for behavior infractions. Students are expected be in their school uniform at all times, except on special occasions, with prior approval from administration.

Student Services

Student services range from school guidance to programs that enhance the education and well being of students including academic assistance and study tips, help with home, school, and/or social concerns, or any issues or questions students may want to discuss with the Student Life Coordinator or Counselor.

Support through the SABIS® Student Life Organization™

The Student Life Organization, a key component of the SABIS® system, is the student organization that provides opportunities for every student to participate. Advisors train students to manage their mini-society. Students learn how to organize all aspects of student life and to solve a variety of problems. They also learn to subject peer pressure to logical analysis, thereby reversing its effect from promoting negative destructive behavior to encouraging positive constructive action. Student Life creates positive peer pressure to counteract the negative variety. Its focus is on cultivating leadership skills, valuing academic success, and treating others with respect. It supports the academic process and helps students develop the behaviors and attitudes that will make them better students and citizens.

Student Life leadership positions are appointed by school administration, not elected, so appropriate role models are established. Young Student Life leaders help other students develop better attitudes towards learning and studying and create higher ethical, moral, and social standards.

Parental Involvement

Christel House Academy will encourage parents to take an active role in supporting the philosophy and policies of the school. Children stand to succeed more when parents take an active interest in their education and are supportive of the school. Parents willing to volunteer their services will be encouraged to help in a variety of extra-curricular activities, additional services, and opportunities outside the academic programs that will enhance the development and growth of the students.

Christel House Academy's administration will involve parents and the community in ways designed to complement SABIS®' educational model. Parents will be actively encouraged to reinforce positive behavior conducive to academic learning. The school will survey parent satisfaction through an annual "customer service" survey. This survey will gauge the degree to which parents feel their child is receiving an excellent education. Results of the survey will be publicized in the school's annual report.

Prior to opening in fall 2002, Christel House Academy and SABIS® will launch a campaign to inform parents of the school's college-prep mission, educational approach, philosophy and views on education. This will help ensure that parents fully understand the SABIS® educational approach with its high academic and behavioral expectations, goals and objectives. SABIS® and the school will host community informational meetings to share information about the school's educational program and listen to community/parent concerns. The school will also offer parents with tips and recommendations for how they can help their child remain excited about school. This process will assist SABIS® and the school to be responsive, within the structure of the SABIS® program, to the special concerns and problems of the students, families and the community of Indianapolis.

Ongoing regular communication with parents and the community will inform SABIS® and Christel House Academy's administration of issues and concerns. This will enable the school to take proactive steps. Methods of communication with parents may include informative Friday folders, comprehensive review packets on all essential material covered (sent home one week before final exams), monthly calendar distributed to parents, Special Assemblies, end of the year and graduation celebrations. In addition, open meetings, special events and adult evening classes may be open to the community at large.

Parent Connection (PC)

A parent group, called the "Parent Connection" will be established at Christel House Academy. The mission statement for the Parent Connection is "to create an optimum environment for students and parents, and to facilitate communication between the school and parents." It is our hope that parents will help make the school a true community that will engage the students in positive activities outside the classroom, as well as during school hours, by sponsoring diverse social and educational activities and programs.

All parents are automatically members of the Parent Connection, and can freely join any committees or activities. The Parent Connection's four primary goals and some possible means for achieving them are as follows: 1. Communication among parents and administration; 2. Provide social, cultural and developmental opportunities for students; 3. Provide greater interaction among parents; 4. Provide a structure for Parent Volunteer activities.

F. Special Student Populations

Describe the school's approach to educating children with limited English proficiency and children with special needs, including those with exceptionally high needs.

Christel House Academy is committed to serving the educational needs of all students, including those of special populations of students, and will therefore comply with state and federal laws pertaining to special education and bilingual education. Students with limited English proficiency will be included in the regular program and activities according to their abilities to the extent that it is reasonable and successful for the individual student and for the class as a whole. For students with special needs who cannot be effectively addressed in this manner, the student will be assessed according to state guidelines. The appropriate remedial help and tutoring will be provided as necessary. Students with greater special needs will be evaluated and an appropriate Individualized Educational Plan (IEP) will be drawn up and implemented under the guidance of qualified staff.

SABIS® currently complies with all state and federal regulations applicable to public charter schools with respect to civil rights and individuals with disabilities in its existing charter schools and will continue to do so in accordance with the Indiana and federal laws and regulations.

Special Education

Christel House Academy will implement the SABIS® educational program which offers various opportunities to students with special needs. It has been SABIS®' experience that some students with special needs (including dyslexia) do not necessarily require a specific approach to their education. Labels may have been affixed that restrict the student's educational opportunities. Indeed, such misdiagnosed labels have had a detrimental effect on such students. Through testing, identifying, and filling learning gaps with the SABIS® approach students may overcome some of their existing labels. At-risk students may especially benefit from this approach since many of them are not achieving due to having developed gaps in the course of their education that were never detected and corrected. Their frustration will often turn into pride in accomplishment, confidence, well-deserved self-esteem and satisfaction. Antagonistic and disruptive behavior of the laggard (or dropout) will turn into disciplined, responsible and motivated pursuit of life-long learning.

Christel House Academy and SABIS® believe that all children can learn, and, if a child (at risk or of exceptionally high learning ability) is placed in the appropriate level within the program, he or she will thrive. This does not mean that if, for example, a sixth grade student is reading at a second grade level that the student will be placed in second grade. What it does mean is that the student would receive an intensive reading curriculum, which may take the student out of other reading-based classes, such as sixth grade social studies, until the reading skills have significantly improved. In past experience, this does not necessarily even take a full school year before the student joins his or her class in a more traditional schedule.

Students of high ability, or gifted and talented, will also thrive at Christel House Academy. Students who excel in certain subjects will be challenged with more rigorous material. The school will place students at appropriate levels to ensure that every student is fully challenged to his or her fullest potential.

Non-English speaking and limited English speaking students

Non-English speaking students and students with limited English proficiency will be placed in an intensive English program. Increasing English proficiency will invariably accelerate learning in the content areas. As with the second language program, the emphasis of intensive English is reading. The aim of this program is to allow students to advance to an English language proficiency level that enables them to join their grade level classes and function successfully. It is, therefore, to be viewed as a rapid transitional program, with specific and clearly defined objectives. It is important to point out that in the SABIS® system English instruction does not take away from the first language; students are gaining proficiency in English without losing or devaluing their native language.

Key Objective: To make all SABIS® students proficient English readers, writers and speakers in the shortest time possible and to prepare Limited English Proficiency (LEP) students quickly for mainstream classes in an intensive transitional program while providing native language support where feasible and necessary.

Key Program Elements:

1. Math and English are used as a gateway to broad knowledge development;

2. LEP students are taken out of the regular class context to accelerate the study of English;
3. LEP students are taught in special groups according to ability;
4. Learning through reading is heavily emphasized;
5. Special SABIS® instructional materials are used to build vocabulary and comprehension;
6. Full immersion methods are incorporated in the program;
7. Frequent testing is used for learning as well as assessment;
8. Execution and follow-through of a complete and cohesive program is stressed; and,
9. Students are reintegrated into regular classes once they pass the English and Math gateway to effective learning.

IV. Organizational Viability and Effectiveness

A. Budget

See Appendix B for the projected 5-year budget

B. Enrollment and Demand

Indicate how many students will be enrolled each year over the years of the proposed initial charter term. Provide evidence of parental demand for the proposed school. Summarize the recruitment process and explain how the school and its program will be publicized and marketed throughout the community to a broad cross-section of prospective students as you seek to attract students to your school, including families traditionally less informed about options. Explain the school's enrollment process, including how the school will allocate seats if demand exceeds capacity.

Christel House Academy will open in fall 2002 with 640 students in grades K-6. By the end of the school's first 7-year charter term, it will have an enrollment of 1542 in grades K-12.

School Year	Grade Level	Enrollment
2002-2003	K-6	640
2003-2004	K-7	836
2004-2005	K-8	980
2005-2006	K-9	1122
2006-2007	K-10	1262
2007-2008	K-11	1402
2008-2009	K-12	1542

There exists a demand in Indianapolis for a high quality program that is based on world-class standards; high expectations for all students; a civil, disciplined, safe and orderly facility that is held accountable for performance-based results. The decline in Indianapolis Public School enrollment, due to flight from the city and enrollment in nonpublic or home schooling options, is indicative of the demand parents have for options within public education.

Admission and Lottery Procedures

General Policy

Christel House Academy Charter School will have an open admission policy. Admission to the school will not be based on intellectual or athletic ability, achievement or aptitude, ethnicity, national origin, gender, religion, disability, proficiency in the English language, or any other basis that would be unlawful if used by a school. Relevant state laws and regulations will have precedence, at all times, in all decisions regarding applications.

Eligibility

Generally, any child who is qualified under Indiana law for admission to a public school is qualified for admission to Christel House Academy.

Recruitment Plan

Community outreach and other strategies to market the School will be implemented rigorously as soon as the school's charter is granted. Advertising for the fall 2002 opening, including printed materials, newspaper and radio announcements, and public meetings, will continue throughout the enrollment period. Presentations will be made to the Chamber of Commerce, Rotary Club, senior citizens clubs, parent organizations, churches, and other civic organizations. The school will also launch a recruitment effort within linguistic and other minority communities throughout Indianapolis.

Applications for Admission

Applications for admission will be available by mid-January 2002. Only one application will be required for all eligible children in a single family.

Enrollment Period

The initial enrollment period will extend from February 1, 2002 until April 19, 2002. This enrollment period will be extended, or shortened, as required by law or regulation. The Board, SABIS® and school administrators will consider whether an extension of this deadline is necessary in order to ensure that the school reaches the widest possible number of families in the community, and fills all available seats.

Acceptance Process

Each eligible student who submits a timely application shall be given an equal chance of admission. This notwithstanding, the school shall comply with all applicable laws and regulations that effect enrollment in a charter school.

Admission Lottery

In the event that applications for enrollment at the Christel House Academy exceed the available spaces at the school, an admissions lottery among all eligible applicants. Several additional lotteries may be required. The specific date(s) for lotteries will be announced and

the public will be invited to attend. In spite of the lottery, siblings will be placed ahead of children without accepted siblings.

Waiting List Procedures

After the initial lottery all applications will be placed on the waiting list in the order they are received. The child will remain on the waiting list from year to year until one of the following occurs:

1. The child is admitted to the school;
2. The parent/guardian withdraws the child from consideration; or
3. The parent/guardian declines an offer of admission prior to the school year.

C. Governance and Management

Describe the organizational structure of the applicant and the school governance plan. Include copies of organizational documents (articles of incorporation, by-laws and evidence that the applicant has been determined by the Internal Revenue Service to be operating under not-for-profit status or evidence that the applicant has applied for such status) and an organizational chart that reflects the narrative and clarifies the reporting structure of the board, administration and staff. Describe the roles and responsibilities of the school's leader, the board, and other key personnel.

The following individuals will serve on Christel House Academy's Board of Directors:

Ms. Sandi Bittner: VP, Christel House, Inc. Taxation and accounting
Ms. Christel DeHaan: President and Founder, Christel House
Mr. Murv Enders: VP, Human Resources, IWC Resources
Dr. Everette Freeman: Senior VP and Provost, University of Indianapolis
Mr. Bob Hasty: Head, Social Studies Department, Lawrence Central High School
Dr. Carol Israel: President's Advisor for Community & International Relations, University of Indianapolis
Mr. Alan Levin: Attorney, Managing Partner, Barnes & Thornburg

The roles and responsibilities of the Board of Directors of Christel House Academy are as follows:

1. Ensure that the philosophy and mission of the school are followed and the terms of the management contract are met;
2. Ensure that student performance is monitored and the school is meeting performance standards;
3. Ensure operational efficiency by approving and monitoring annual budgets, monitoring operating plans and performance;
4. Support school management, parents, teachers, and students in making the school a superior learning experience;
5. Ensure legal and ethical integrity and maintain accountability;
6. Establish policies which help the school achieve its mission and educational program;
7. Enhance the school's public image by serving as the school's ambassadors, advocates, and community representatives

Selection of SABIS® Educational Systems, Inc.

The staff of Christel House conducted extensive due diligence of various educational management organizations in order to determine philosophical alignment, and similarities of mission and educational objectives. This process included extensive interviews and site visits to observe academic instruction and various programs in operation. As a result of this process, Christel House staff recommended to the Board of Directors of Christel House Academy that it engage SABIS® Educational Systems, Inc. to manage the school's operations and educational program. The Board of Directors will enter into a contract with SABIS® for the day-to-day management of the school.

In addition to the outstanding academic results produced by the SABIS® proprietary system, a system that has been developed and refined for over 115 years, the Board was favorably impressed by the program's ability to develop and strengthen each student's ethical, moral and civic values.

SABIS® currently manages seven public charter schools—three in Massachusetts, one in Michigan, one in Ohio, one in Arizona and one in North Carolina. Internationally, SABIS® operates an additional 20 schools in 11 countries, serving over 22,500 students.

SABIS®-affiliated schools serve grades K-12 and provide top-quality education to a highly diverse student body. Students are challenged to strive for excellence and to achieve their fullest potential. The objective of the SABIS® system is to prepare students for success in higher education and to develop lifelong love of learning. The skills of reading, writing, communicating, abstract reasoning and critical thinking are emphasized.

The roles and responsibilities of SABIS® in managing and operating the school are:

1. Manage and operate the day-to-day educational, staff and facility operations of the school;
2. Make all personnel decisions (except for the school director, who will be approved by the Board);
3. Propose the annual school budget to the Board, manage the school's finances, prepare financial statements, as well as select vendors and consultants, as needed;
4. Be held accountable to the Board for student performance.

Board responsibilities will also include 1) ordering an annual independent audit of all revenues, assets, expenditures, and liabilities; 2) review audit findings; and 3) oversee the school's investments and capital improvement plan.

The roles and responsibilities of the school's leader

The school's leader is responsible for day-to-day management and operation of the school, and is responsible for ensuring that the school's charter is effectively and genuinely implemented. The school leader, or director, also helps the Board achieve its oversight responsibilities and goals, by keeping the Board well informed on educational, student achievement, staffing, managerial, fiscal, and other matters. Furthermore, the school director will be available to work interactively with the Board on policies that are necessary to ensure the establishment and operation of a successful school. The director will report to the Board as necessary, on fiscal, educational and related issues. The school's director will be the primary point of contact between the Board and SABIS®.

Roles and responsibilities of other key personnel

Academic Controller

Oversees implementation of curriculum. An Academic Controller will be assigned to the Lower School (K-5) and another will be assigned to the Upper School (6-12). Coordinates exams and monitors grades. Supervises teachers and trains them according to the SABIS® methods. Serves as the first contact to parents on academic issues. Serves as liaison to the Parent Connection. Must attend all school functions. Reports to the Director.

Business Manager

Oversees personnel matters regarding employee files, statements of hire, payroll, and benefits. Coordinates and oversees all services provided by outside contractors and vendors. Responsible for all financial transactions and record keeping. Supervises the custodial staff and the upkeep of the facilities and grounds. Has a dotted line reporting to the Director and reports directly to the SABIS® corporate Business Manager.

Student Life Coordinator

Oversees Student Life Program and facilitates students' academic and social involvement in the school. Provides the support to enhance students' leadership and is a mentor to prefects. In charge of discipline and oversees the tutoring program. Serves as the first contact to parents on non-academic issues. Must attend all school functions. Reports to the Director.

D. Human Resources

Describe the qualifications and attributes of the ideal teacher for the proposed school and how these will support the mission and effective student learning. Provide a plan for ensuring that recruitment and selection procedures will reinforce these desired qualities in school faculty. Also describe plans for developing and implementing an effective professional development program. Detail how the staff evaluation system will support the school's mission and educational philosophy.

Indicate the number of teachers and other school staff to be hired. Summarize the day in the life of a typical teacher at your proposed school (include the number of instructional hours, number of classes, number of planning hours, and other responsibilities at the school). Indicate the compensation structure for teachers and staff and list the benefits that will be provided to them (including health insurance, retirement benefits, and liability insurance). Describe the school's plan for staffing special education, including the necessary qualifications of special education staff.

Qualifications and Attributes of Teaching Staff

The faculty at Christel House Academy is an important resource in achieving the school's educational goals. All teaching and administrative staff is selected based on specific requirements for each position.

A four-year university degree (BA or BS) is required for all administrators, counselors (appropriate coursework, experience, and/or degrees are required), and

teachers. SABIS® will comply with Indiana law regarding any minimum requirements that the teaching/instructional staff at the school be certified in the area in which they are teaching, or that they demonstrate progress toward obtaining proper certification. Other important criteria include:

- Excellent subject knowledge;
- Fondness for children and enthusiasm for teaching;
- The demonstration (in an interview) of the required knowledge to teach their subject effectively;
- Ability to participate in a school environment where a teacher's work will be monitored on a regular basis by school officials and where tests will be administered to the children by other staff. This includes cooperation in a system where teachers are responsible for the teaching, and the SABIS® administration is responsible for the assessment;
- Readiness to have classes attended by SABIS® officials without advance warning in an effort to evaluate the quality of teaching. Employment with SABIS® may – in certain cases – be offered only after observing the teacher in the classroom for a specified period of time (two weeks or a month); and,
- Flexibility to adopt the SABIS® teaching methods to maximize the teacher's ability to bring the students up to the required standards.

SABIS® will conduct background checks on all potential employees, as required by law. In addition, a background check will also be required for any volunteers who wish to work in the school building or with the students. All employees at Christel House Academy will be “employees at will.” Therefore, there is no contract with any employee, and the employer or the employee may terminate the employment relationship at any time, with or without notice.

Following are some of the basic policies governing employment at the School:

- All employees must sign a confidentiality agreement covering proprietary SABIS® or trade secret materials.
- SABIS® seeks diversity among the staff. It is the policy of SABIS® to afford equal employment opportunities to employees without regard to race, color, creed, religion, ancestry, national origin, sex, sexual orientation, disability, disability related to pregnancy or childbirth, age, marital status, status with regard to public assistance, membership or activity in a local commission, veteran status, or any other characteristic protected by applicable federal, state, and local law.
- Use or possession of illegal drugs or being intoxicated on school property will be grounds for dismissal. All illegal acts will be reported to the appropriate authorities. Employees will be encouraged to utilize the health plan and other appropriate resources to deal with any drug and/or alcohol related problems.
- Salaries are based on factors including, but not limited to, the applicant's experience and education rather than a typical school “step and lane” grid. Employees receive increases based on merit.
- Upon receiving positions, all employees will receive written confirmation of the position title, compensation, hours of work, applicable benefits, starting date, and name of supervisor.

- An employee handbook will be given to each employee.

Since it is the teacher's role to instruct the students by delivering the set curriculum to the students, the teacher must be able to teach effectively, utilizing a group-focused instructional system, and always keeping in mind that the end goal is student learning.

The objective of the SABIS® teaching method is to maximize subject content coverage by pacing students through the set curriculum as rapidly as possible, without sacrificing the expected level of mastery. The teaching style in a SABIS®-managed school is interactive. Efficiency in teaching is the key -- what and how much to teach in the allocated time is important. Effective and efficient teaching implies the pacing of instruction, classroom management, development of appropriate academic materials such as practice exercises and tests, and planning of instruction, with the guidance and help of the administration. This includes focus on appropriate levels, appropriate selection of points, momentum, teaching strategies, and types of assignments. Teachers expect students to master the curriculum and allocate most of the available instructional time to curriculum related activities. Students are expected to be task oriented.

Recruitment and Selection Plan

SABIS® will manage the recruitment of the school's administrative team, faculty, and staff through extensive advertising for positions. In addition, those interested in obtaining information about applying for positions may access the sabiscareers.com Web site. School administrators and SABIS® personnel will also establish relationships with Indiana's teaching colleges to attract new teachers.

The recruitment goal is to publicize widely and obtain a large pool of highly qualified candidates, from which the best will be screened, interviewed, and employed. SABIS® plans to focus recruitment efforts in the Indianapolis area, but will also recruit throughout the state and country. Diversity in the teaching staff will bring a valuable perspective to the student body in the school. Therefore, the school's administrative team will promote equal employment opportunities for all people. All equal employment opportunities laws will be followed. Much time and effort will be devoted to the recruitment process since it is vitally important to the success of Christel House Academy.

SABIS® will hire the school's director, with special consideration given to leadership, administrative experience and ability, interpersonal skills, academic knowledge, and ability to learn and function within the SABIS® system. The director will work with other administrators or teachers in the interviewing process. Senior SABIS® staff members may take part in the interviewing process, especially for key positions in administration, student life, math and science. Hiring, promoting and terminating employees is the responsibility of the school's director, who shall act only after obtaining in each case proper advance approval and agreement from the SABIS® corporate office. Because the Board of Directors will hold SABIS® accountable for overall school performance, all employees at Christel House Academy will therefore be accountable to SABIS®, and will have an indirect relationship with the Board.

Professional Development Opportunities

Professional development is an ongoing priority at Christel House Academy. Administrators, teachers, and other personnel will receive training and ongoing assistance in implementing the SABIS® program. Although the school will function independently, it will remain part of the SABIS® Network of Schools and it will have access to the resources of the Network.

Professional development opportunities are provided to teachers, school administrators, and other personnel as an integral and ongoing part of the SABIS® school program. Training, practice, reinforcement, and more training are cyclical components throughout the year.

All staff will participate in an intensive training program prior to the opening of the school under the direction of experienced SABIS® staff. During these training sessions, all staff will become familiar with the SABIS® curriculum, pacing charts, time tables, teaching methods, testing program, seating arrangements, classroom management, reporting system to parents, philosophy of homework, student behavior management and discipline policy, and general school policies and procedures.

In addition to the training by experienced SABIS® staff, professional development days will be scheduled throughout the year, culminating in a week long, end-of-year workshop to bring closure to the current school year and to prepare for the upcoming school year. Demonstration lessons, either through videotapes or, if available, by establishing video conferencing links with the SABIS® Minnesota office, and other activities will help to sharpen the skills of the staff.

In the SABIS® System, teachers may advance financially and in responsibility into higher teaching and/or administrative ranks based on merit, as well as student performance.

SABIS® provides a vast number and various types of high quality teaching and planning tools (such as, SABIS® books, instruction guides, pacing charts, lesson plans, prewritten tests, computer grading, analyses, feedback and detailed student performance records along with very structured and organized guidance throughout the school year). These items are another factor in making staff training more efficient. The training materials are quite self-explanatory and also lead to self-training along the way. This level of support makes the SABIS® environment distinctive from public and/or many private schools.

Evaluation of Performance

The primary purpose of performance evaluations is to provide feedback to employees to assist them in satisfactorily completing their assigned tasks. Teachers may expect unscheduled visits by a variety of administrators in order to evaluate them in their own classroom, assess implementation of the SABIS® curriculum, and to determine the type of additional training or guidance a teacher may need.

All employees will be evaluated by their immediate supervisor. In addition, employees may be evaluated by SABIS® administrators or other staff members designated to evaluate other employees for specific reasons. Performance evaluation is an on-going process that occurs formally and informally throughout the school year. Evaluations are conducted in an open

and positive atmosphere to promote the cycle of planning, implementing, observing, correcting, and supporting. The evaluation process is not designed to be adversarial.

The following eight (8) criteria apply in a teacher performance evaluation:

Evaluation of Teacher Performance

1. Instructional

- Plan/organize lessons—including homework, tests enrichment and remedial material
- Motivate students, focus instruction, use point system, make clear presentations, check the learning, use group and group leaders, review or re-teach as needed, evaluate and provide feedback
- Give presentations, explanations, and directions in a manner understood by students
- Maintain student attention in class—involve students by asking questions, and encouraging participation
- Demonstrate knowledge of subject matter through instruction and use of materials

2. Classroom Management

- Maintain positive classroom environment (praise, interact with students, have positive rapport)
- Manage time well
- Uphold school code of conduct
- Prevent behavior problems by intervening early (mobility, interacting with students)
- Maintain control of student behavior
- Reinforce/reward appropriate social and academic behavior
- Participate in general supervision through the school
- Maintain positive and professional attitude toward students (fair in grades, calling on students, giving attention)
- Have reasonable expectations of students (accept normal developmental behavior patterns)

3. Results/Value Added

- Evaluate the effectiveness of teaching based on results of student achievement (student performance on tests, standardized tests)

4. Rapport with Students

- Work with students enthusiastically, interact with students effectively, and contribute to the success of student life

5. Professional Relationships

- Parents (professionalism in all aspects)
- Colleagues (respect, help others)
- Administrators (cooperation, willingness to try new ideas, ability to accept constructive criticism and improve)

6. Commitment to Organization

- Take initiative in promoting/marketing the school
- Maintain and project a positive image of the school
- Actively participate in the general success of the school
- Involvement in school improvement—bring issues/concerns to administration for school improvement
- General effort and enthusiasm

7. Professional Growth (self and others)

- Learn/study—become a student of learning
- Read and promote reading to others
- Share expertise/ideas with others and help them develop professionally
- Pursue higher education and life-long learning activities

8. Uphold School Policies and Procedures

Provision of health and other appropriate benefits

Employees at Christel House Academy will be offered the following benefits:

- Competitive salary
- Health and dental insurance for employees working 30 hours or more per week—a significant portion of the cost of these programs will be covered by the employer.
- Group term life and long-term disability insurance for employees working 30 hours or more per week.
- Retirement—any staff participation requirements of the state retirement system will be followed. Depending on the mix of teachers and staff and other cost considerations the School may offer a retirement savings program to all eligible staff if the staff at the School is not allowed to participate in the state retirement system.
- Annual leave accrued at rates identified in the employee handbook for full-time calendar year staff.
- Nine sick leave days per year for full-time teachers and academic-year staff; twelve sick leave days per year for full-time calendar year staff.

Workday Schedule

Full-time staff are scheduled to work forty (40) hours per week. Full-time teachers are scheduled to work forty (40) hours per week and are expected to have thirty (30) contact hours or periods per week.

Number of teachers and other school staff to be hired.

Christel House Academy anticipates employing the following number of teachers and other staff:

School Year	Teachers	Administrators	Other Staff	Total
2002-03	48	20	4	72
2003-04	61	20	5	86
2004-05	71	26	6	103
2005-06	84	29	6	119
2006-07	93	31	7	131

Plan for Hiring Qualified Special Education Staff

Christel House Academy will hire certified special education teachers. In addition to general qualifications described earlier in this Human Resources section, special education teachers will have experience with compliance related issues of special education.

A day in the life of a Teacher

Teachers arrive at 7:45am. They go to the school playground at 7:50am where the students gather to be picked up to go to their homeroom. In inclement weather, the students would be picked up from the school's cafeteria or gymnasium. Students report to their homeroom with the teacher at 7:55am.

The teacher would start the homeroom time by taking attendance. Absences are reported on an absence sheet to the office through the teacher's communication box (similar to a mailbox) placed outside each homeroom. Teachers make sure that the students are getting prepared for their first period. This includes: materials, books, and dress code.

Period 1 begins, and the teaching day takes off.

Teachers have a maximum of 6 contact periods per day, and on average 1 "prep" period per day. When teachers are NOT teaching, they are either in the staff lounge for "prep" work, proctoring student activities (such as providing supervision for Student Life Activities), or in a grade-level meeting with their academic coordinator.

The day concludes with a homeroom period where teachers make sure that the students are prepared to go home with all the necessary materials, such as: the completely-filled student diary, books, and materials. The teacher also makes sure that the students leave the room neat and organized for the next day.

In summary, SABIS® provides a vast number and various types of high quality teaching and planning tools (among which are, SABIS® books, instruction guides, pacing charts, lesson plans, prewritten tests, computer grading, analyses, feedback and detailed student performance records along with very structured and organized guidance throughout the school year). This level of support makes the SABIS® school environment quite different from public and/or many private schools. The materials are quite self-explanatory and also lead to self-training.

E. Financial Management

Explain who will manage the school's finances. Describe the fiscal controls and financial management policies the school will employ to track finances in its daily business operations. Describe how the school will develop its annual budget. Briefly describe any planned fundraising efforts and who will lead these efforts.

SABIS® Educational Systems, Inc., has established processes and procedures throughout the SABIS® Schools Network to govern school finances and operations. These processes and procedures will also be implemented at Christel House Academy. The following is a summary of how the Christel House Academy business operations will function:

Procurement:

The school's procurement procedure establishes a well-defined process with levels of approval for purchases and processes by which payments are made. The intent of the procedure is to establish specific guidelines to ensure that expenditures support educational goals and fall within the Board's approved budget.

Following is the procurement procedure:

Purchasing Process

- a. Staff member picks up a **Purchase Requisition Form** from the Business Office and completes the form providing a full description of the item(s), proposed source of the item, quantity desired, price and when the item is needed.
- b. The **Purchase Requisition**, signed by the staff member, is submitted to their direct supervisor who in turn sends it to the School Director for approval.
- c. If approved, the **Purchase Requisition** is sent to the Business Manager for final approval. The Business Manager will verify if it is in the budget, if funds are available in the account, and confirm that the schools cash flow will be sufficient to cover the proposed purchase. Emergencies and non-budgeted purchase requests will be addressed by the Business Manager, Director and SABIS® Manager of Business Operations.

As part of the internal control process, the SABIS® Regional Business Manager must approve any purchase over \$2,000 before the purchase is made.

- d. If approved, the Business Manager will secure two to three quotes, seek the best possible pricing and terms, prepare an official local **Purchase Order**, and make the purchase. Depending on the urgency of the purchase and item being purchased, the Business Manager may designate another person to make the purchase.

The Business Manager is the only person authorized to sign purchase orders.
Any purchase made without the authorization of the Business Manager will not be considered a legitimate school expense, and will be the personal expense of the person who made the purchase.

Receipt of Deliveries

- a. The school will designate one person (other than the business manager) to be responsible for checking in all deliveries. A lockable space should be set aside to store deliveries until they are checked in.
- b. **Deliveries must be checked in before items are distributed to the staff member or sent to the “supply room.”**
- c. The designated person will check items received against the packing list provided with the delivery. After verification, the person shall sign the packing list and forward it to the Business Manager.
- d. The Business Manager will match the packing list to the purchase order to verify all items have been received. Any discrepancy between the packing list and the purchase order is to be resolved by the Business Manager prior to paying the invoice, and with clear instructions to the vendor that the invoice will not be paid until a satisfactory resolution has been reached.
- e. The packing list is attached to the purchase order, which is then matched to the invoice received from the vendor. Again, discrepancies are to be resolved by the Business Manager.

Payment of Invoices

- a. The packing list and purchase order are attached to the invoice and then entered in the payables system to be paid.
- b. **The payables list shall be sent to the Regional Business Manager for review prior to “cutting” checks.**
- c. School should schedule payment of vendor invoices twice a month on the 15th and last day of the month. Exceptions may occur, however a twice a month payment schedule ensures adequate time for approval and review.

Payroll

All payroll and personnel functions will be processed internally. Specifically, data entry for payroll will be completed by SABIS® staff in conjunction with an external payroll service. SABIS® may utilize an outside service to ensure compliance with all state and federal requirements as well as to administer certain employee benefit programs (i.e. 401k).

Budgeting

Supported by SABIS®' Minnesota-based staff, the Christel House Academy budget is developed based on projected enrollment, number of classroom sections, established educational programs and support activities. Budgets are typically developed at the school administrative level using the established SABIS® class size guidelines with final approval from the SABIS® corporate office prior to presentation to the Board of Directors. The budget includes two major categories; a general operating budget and a capital outlay budget.

Christel House Academy business office staff will produce and provide the Board of Directors and SABIS® with quarterly budget vs. actual reports that also provide explanations of major budget categories in which actual expenditures exceed the budget by more than fifteen percent (15%). The school will also produce a monthly cash flow report for internal management purposes.

Accessing Funds

Funds are accessed according to the school budget and in accordance with the purchasing procedure. Cash flow fluctuations, if they occur, are managed by entering into a revolving loan credit line, if necessary, between the school and SABIS®. Internal controls will be enhanced by utilizing multiple bank accounts to handle funds received by the school and funds disbursed, with a requirement for two signatures on all checks and fund transfers. In addition, no two signatories on the various accounts will be the same.

Facilities Management:

All day-to-day minor maintenance and repairs are handled through the regular budget process. Christel House Academy will contract with an outside company to provide custodial services.

F. Facility

Christel House Academy has identified several possible existing facilities that could possibly meet the school's needs, from initial enrollment of 640 students in K-6 through full enrollment of 1,542 in K-12. However, at this time, these possible sites cannot be identified so as not to jeopardize leasing negotiations. We are very confident that the site chosen will meet the needs of the educational program, will meet all health and safety requirements, and will be located in an area which affords maximum access for our students. We can confidently state that the site chosen will be within a 5-mile radius of "The Circle" (downtown) and is located in an inner-city area of Indianapolis where need for options within public education is most acute.

While it is impossible to accurately describe the number and size of classrooms, characteristics of several viable facilities that have already been identified are as follows: will contain enough administrative offices and classrooms necessary to serve the school's instructional needs; will have a gymnasium which may also serve as a cafeteria; will have athletic and recreational fields; and will comply with federal laws and regulations governing access for students and staff who are physically challenged.

Christel House Academy will lease a facility and has made provisions for that expense in the budget. We expect that facility and leasehold improvements will be financed by an affiliate of Christel House, Inc., and it does not expect to require any third party financing. With the advice of counsel, any real or potential conflict-of-interest will be prevented.

G. Transportation

Mayor Peterson has stated his intent that charter schools must be open and accessible to all students. The founders of Christel House Academy share Mayor Peterson's concern. Once a facility is identified, Christel House Academy will prepare a detailed transportation plan that ensures that the school will be both open and accessible. The school's transportation plan will be filed with the Mayor's Charter School Office. The transportation plan will follow the same eligibility guidelines established for regular IPS students, and may consist of private busing, public transportation, and/or coordinated car-pooling.

H. Risk Management

Provide a description of the risk management philosophy and approach to minimizing liability of the charter school, its governing board members and employees.

Christel House Academy will comply with all requirements relative to liability insurance, and will purchase various lines of insurance necessary to indemnify the City of Indianapolis, the Indianapolis Charter Schools Board, related entities and their respective officers, employees and agents. Christel House Academy has obtained estimated insurance costs and coverage from an Indianapolis-based insurance company that follows the recommended amounts as appearing in the charter school application. Please refer to **Appendix F** for a sample of insurance coverage.

Christel House Academy's Board of Directors and SABIS® philosophically believe that appropriate insurance coverage is absolutely essential to protect the school, students, staff, Board members, visitors, volunteers, and school officials.

I. Timeline

Following are projected steps and dates leading to the opening of the Christel House Academy.

- 1. Jan - March, 2002**
 - Conduct community and public informational meetings
 - Implement public relations and student recruitment plan
 - Begin admissions process
 - Finalize lease or purchase facility
 - Remodel as necessary
 - Finalize management contract with SABIS Educational Systems, Inc.
- 2. April - August, 2002**
 - Hire school director and faculty
 - Begin training program in SABIS® methods and systems

- Send director and lead teachers to other SABIS® schools for intensive in-service training
- Bring current staff from existing SABIS® schools to Indianapolis to conduct training sessions
- Continue admissions process
- Hire support staff including business accountant

3. May - August, 2002

- Procure necessary furniture, equipment, textbooks, supplies for the School
- Decide on maintenance and cafeteria operations; hire personnel or sub-contract
- Investigate and decide on transportation for students
- Board of Directors decides on uniforms/dress code

4. April and on-going

- Continue student recruitment and admissions process
- Modify existing student and parent handbooks for local needs
- Modify faculty policy and procedure handbook
- Adapt existing book list and curriculum
- Establish local bank account and proper accounting and student record keeping

5. April - May, 2002

- Secure all insurance and liability coverage
- Finalize employee salary and benefit package
- Review/revise budget as necessary

6. June - August, 2002

- Continue staff development
- Continue admissions process
- Test students for prior knowledge level when appropriate
- Obtain all occupancy permits (fire, health, building, etc.)

7. August - September, 2002

- Review student records and conduct placement tests, as necessary, prior to school starting
- School begins after Labor Day

SABIS® has opened schools in Minnesota, Massachusetts, Illinois, Michigan, Ohio, Arizona, North Carolina, and ten other countries on a tighter timetable than outlined above. The first Minnesota SABIS® School employee was hired in the middle of May and school opened in September (1985). Therefore, SABIS® has had considerable practical experience in working within short time periods. The 1995 opening of the SABIS® International Charter School in Springfield, Massachusetts, took place on September 5, 1995, even though the director was only hired on May 1, 1995 and access to the building was only obtained on July 1, 1995.

V. Goals

Summarize your two most important goals and associated measures in relation to the following three categories: Academic performance; Organizational viability; and, School-specific objectives.

Christel House Academy is committed to establishing a system of accountability for results. A detailed accountability plan will be filed with the Mayor's Office of Charter Schools in accordance with the guidelines established by that office.

Academic performance – Short Term

- Meet or exceed the IPS ISTEP average of 25% for all grades tested.
- Meet or exceed the State ISTEP average of 54% for all grades tested.
- Achieve a 10-month gain on the IOWA Test for Basic Skills for each grade tested.

Organizational viability

- Maintain a fiscally viable budget that meets or exceeds generally accepted accounting principles as measured by the school's annual audited financial statement.
- Compliance with all laws and regulations governing public charter schools as measured by official site-visits and inspections and subsequent reports.

School-specific objectives

- Achieve a graduation rate that exceeds the IPS rate.
- Achieve attendance rates for Elementary School Students of 97%; 94% for Middle School; and 93% for High School.
- Achieve a college acceptance rate of nearly 100%.
- Achieve full enrollment each year in each grade level, and maintain a waiting list in each grade.
- Achieve a lower suspension/expulsion rate than IPS and state.
- Adopt a promotion and graduation policy that requires students to perform at an expected level of academic achievement in reading and math on the ISTEP or GQE tests to be eligible for promotion or a diploma.

Non-academic goals for students

- Uphold high standards of conduct: Ethical, moral and civic
- Encourage informed decision-making
- Defend convictions and reverse negative peer pressure
- Engage in extracurricular activities, school and community work
- Foster tolerance, active cooperation, helping others and teamwork
- Develop a true understanding of world cultures through an appreciation of differences as well as similarities

VI. Summary of Strengths

In no more than 300 words, summarize why you believe this applicant will create an excellent school that effectively meets the educational needs of students in the community.

Since 1998, Christel House has established Learning Centers in Mexico, Venezuela, India and South Africa, serving nearly 2000 impoverished children. Three centers provide complete education, while the Mexico center supplements the children's public education. All Christel House Learning Centers maintain a strong focus on English, computer literacy, life skills and the mastery of core academic subjects.

The Christel House Academy Board is a highly skilled and diverse group of professionals, including educators, business leaders, a CPA, attorney, and philanthropist. Two of the Christel House Academy Board members were significantly involved in establishing the international Christel House Learning Centers, and continue to be involved on a day-to-day basis. All board members share a belief that every child can learn and deserves a quality education—particularly underserved, inner-city children.

In addition to academic rigor, Christel House focuses on character development through the inculcation of four core values—Respect, Responsibility, Independence and Integrity. Through a number of enrichment programs, it provides a holistic approach to child development, including outreach programs to help parents learn and advance. Children attending Christel House Academy will achieve dignity and success, and upon graduation, will have the skills necessary to lead self-sufficient, productive lives. It is our firm belief that based on—

- The strength of its academic and enrichment programs;
- The proven methodology of the SABIS curriculum;
- The discipline instilled and creativity fostered in its students;
- The financial resources available;
- The extended school year and day; and
- The rewards available for teacher excellence—

Christel House Academy will be a world-class institution for Indianapolis.